

## **MCDONALD ELEMENTARY**

532 McDonald Road  
Georgetown, South Carolina 29440

**GRADES** PK-5 Elementary School

**ENROLLMENT** 466 Students

**PRINCIPAL** Miriam R. Daniels 843-527-3485

**SUPERINTENDENT** Dr. Charles Gadsden 843-436-7000

**BOARD CHAIR** Charlesann H. Buttone 843-436-7000

## **THE STATE OF SOUTH CAROLINA**

### **ANNUAL SCHOOL REPORT CARD**

# 2003

#### **ABSOLUTE RATING:**

**AVERAGE**

Absolute Ratings of Elementary Schools with Students like Ours

<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Below Average</b>	<b>Unsatisfactory</b>
4	8	64	20	2

#### **IMPROVEMENT RATING:**

**BELOW AVERAGE**

#### **ADEQUATE YEARLY PROGRESS:**

**NO**

This school met 18 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### **SOUTH CAROLINA PERFORMANCE GOAL**

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

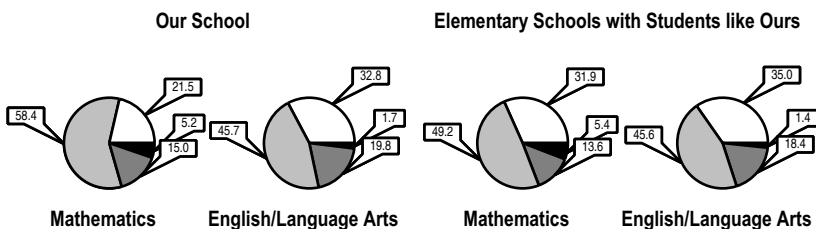
**FOR MORE INFORMATION, VISIT WEBSITES AT:**





**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Average	Excellent	N/A
2002	Average	Below Average	N/A
2003	Average	Below Average	No
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	52	78	57
Percent satisfied with learning environment	90.4%	91.0%	87.5%
Percent satisfied with social and physical environment	92.3%	85.7%	90.7%
Percent satisfied with home-school relations	43.1%	92.3%	92.9%

**PACT PERFORMANCE BY GROUP**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
<b>English/Language Arts</b>								
All students	248	99.2	32.8	45.7	19.8	1.7	21.6	17.6
<b>Gender</b>								
Male	130	98.5	38.0	41.3	19.8	0.8	20.7	17.6
Female	118	100.0	27.0	50.5	19.8	2.7	22.5	17.6
<b>Racial/Ethnic Group</b>								
White	65	98.5	18.3	46.7	33.3	1.7	35.0	17.6
African-American	179	99.4	38.7	45.2	14.9	1.2	16.1	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
<b>Disability Status</b>								
Not disabled	198	99.5	27.3	47.0	23.5	2.2	25.7	17.6
Disabled	50	98.0	53.1	40.8	6.1	N/A	6.1	17.6
<b>Migrant Status</b>								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	248	99.2	32.3	45.9	20.1	1.7	21.8	17.6
<b>English Proficiency</b>								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	248	99.2	32.7	45.1	20.4	1.8	22.1	17.6
<b>Socio-Economic Status</b>								
Subsidized meals	201	99.0	34.4	44.8	18.6	2.2	20.8	17.6
Full-pay meals	47	100.0	23.9	50.0	26.1	N/A	26.1	17.6

<b>Mathematics</b>								
All students	248	100.0	21.5	58.4	15.0	5.2	20.2	15.5
<b>Gender</b>								
Male	130	100.0	25.4	52.5	15.6	6.6	22.1	15.5
Female	118	100.0	17.1	64.9	14.4	3.6	18.0	15.5
<b>Racial/Ethnic Group</b>								
White	65	100.0	14.8	54.1	23.0	8.2	31.1	15.5
African-American	179	100.0	24.4	61.3	10.7	3.6	14.3	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
<b>Disability Status</b>								
Not disabled	198	100.0	14.2	60.7	18.6	6.6	25.1	15.5
Disabled	50	100.0	48.0	50.0	2.0	N/A	2.0	15.5
<b>Migrant Status</b>								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	248	100.0	20.9	58.7	15.2	5.2	20.4	15.5
<b>English Proficiency</b>								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	248	100.0	20.7	58.6	15.4	5.3	20.7	15.5
<b>Socio-Economic Status</b>								
Subsidized meals	201	100.0	20.7	63.0	12.5	3.8	16.3	15.5
Full-pay meals	47	100.0	21.7	41.3	26.1	10.9	37.0	15.5

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	80	N/A	14.1	47.4	38.5	N/A	38.5
	Grade 4	80	N/A	25.0	57.5	17.5	N/A	17.5
	Grade 5	93	N/A	22.2	52.2	23.3	2.2	25.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	75	100.0	23.5	42.6	27.9	5.9	33.8
	Grade 4	89	98.9	34.5	44.0	21.4	N/A	21.4
	Grade 5	84	98.8	38.8	50.0	11.3	N/A	11.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	80	N/A	41.0	47.4	10.3	1.3	11.5
	Grade 4	80	N/A	36.3	45.0	12.5	6.3	18.8
	Grade 5	93	N/A	28.9	45.6	17.8	7.8	25.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	75	100.0	26.5	61.8	10.3	1.5	11.8
	Grade 4	89	100.0	17.9	51.2	21.4	9.5	31.0
	Grade 5	84	100.0	21.0	63.0	12.3	3.7	16.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 466)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	N/A	N/A	3.4%	2.4%
Attendance rate	95.5%	Down from 96.1%	95.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	11.5%	Down from 11.8%	6.8%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	12.5%	Down from 12.6%	9.0%	8.0%
Older than usual for grade	3.4%	Up from 2.5%	2.3%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 52)				
Teachers with advanced degrees	42.3%	Up from 41.8%	46.3%	50.0%
Continuing contract teachers	84.6%	Up from 83.6%	83.8%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	92.1%	Up from 91.5%	84.1%	86.2%
Teacher attendance rate	95.6%	Up from 93.5%	94.4%	95.3%
Average teacher salary	\$39,461	Up 6.9%	\$39,236	\$39,909
Prof. development days/teacher	8.2 days	Down from 8.3 days	12.1 days	11.4 days

School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio	11.1 to 1	Down from 15.3 to 1	17.4 to 1	18.9 to 1
Prime instructional time	90.1%	Up from 88.6%	88.5%	89.7%
Dollars spent per pupil*	\$9,165	Up 30.6%	\$6,108	\$5,892
Percent spent on teacher salaries*	63.9%	No change	66.3%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	96.6%	Up from 88.5%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The staff worked enthusiastically to provide challenging and collaborative learning opportunities for our students. Students were exposed to the South Carolina Learner Standards from the Georgetown County Teaching Learning System. Collaborative units of instruction were developed at all grade levels to provide continuity and a variety of assessments were used to measure success. All grades participated in the state's Calibration Effort to determine appropriate strategy & assessment levels. We continued with Character Education, Cunningham Four Blocks Literacy Model, Facilitating Reading for Optimum Growth, SOAR to Success Literacy, SC Reading Initiative, Spanish Instruction, Everyday Mathematics, Harcourt Mathematics, MAST Math and Science Lab, Computer Assisted Instruction Lab with graded Language Arts, Reading, & Math Success Maker Software, diverse programs for Exceptional Children, the Student Agenda Book, and our Parenting Room. Our school continued with the Rotary Readers, community mentors (FLY) Friends Leading Youth, and (MASC) McDonald After School Care Program. New incentive awards from TGI Friday's, Ryan's Restaurant, and Scotchman Stores were given for honor roll, school service, and character education respectively.

Students identified as below basic and/or below grade level were issued an academic plan, given access to Wednesday Extended Day Tutoring and Thursday Homework Center Program. Extended Year Program was held to improve students assessed below grade level in Math or Language Arts skills. To give students incentives for learning Success Day was held at the end of each nine weeks grading period recognizing academics, attendance, attitude, citizenship, character, and reading.

Traditionally elementary mathematics has been equated to merely arithmetic (computation with numbers). Our students investigated thought processes, conceptual development, logic, measurement, geometry, algebra, patterns, organization, and precision that mathematics covers. Many grade levels incorporated mathematics into other subject areas such as reading, social studies and science. Students used problem solving and number theory from Everyday Mathematics, Harcourt Math and Challenge the PACT to broaden their mathematical intellects. Everyone interpreted, organized, made models, drew, charted, graphed and was creative. Students in kindergarten through fifth grade utilized number lines, charts, graphs, patterns, pictures, models, maps, fractions, decimals, measurement, geometry and algebra to investigate and solve challenges on McTV and in their classrooms. Grade level planning and instruction became units of study based on standards rather than isolated skill objectives.

McDonald Elementary School is a community of learning where we work with home and community to establish lifelong learners by nurturing, guiding, and challenging all of our students to achieve their maximum potential as productive citizens. We are developing our best resources. . .OUR CHILDREN!

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.